

District Support Visit Report

County: Queen Anne's

Schools visited:

- Matapeake Elementary School
- Matapeake Middle School
- Kent Island High School Annex

Teacher Classroom Participation:

- The MSDE specialists were divided into two teams at Matapeake Elementary School. Each team visited four teachers. In total, eight teachers were observed.
- The MSDE specialists were divided into two teams at Matapeake Middle School and the Kent Island High School Annex. Each team visited four teachers. In total, eight teachers were observed in language arts, science, social studies, mathematics, Algebra, and Geometry.

Participation at meetings:

- Approximately ten central office staff attended a meeting in the morning with MSDE staff. Information regarding the county's status in the transition to the new College- and Career- Ready standards was shared.
- At both schools, MSDE staff met with teachers after the observations in order to hold candid discussions with teachers regarding their needs. Approximately 16 teachers met with and talked to MSDE staff throughout the day.
- In the late afternoon, MSDE staff travelled to Centreville the Queen Anne's County Public School headquarters. They met with teachers county-wide in order to hold candid discussions with teachers regarding their needs. Approximately 15 teachers participated in the discussion.

Summary of MSDE resources and support that teachers and district personnel found most useful:

- Training from Educator Effectiveness Academies
- Resources from PARCC.
- MSDE units/lessons/lesson seeds
- Student Support Modules (Intervention/Enrichment)
- MSDE Disciplinary Literacy Academies held in the West and in the East.

Summary of resources and support that district personnel and teachers reported they would like from MSDE:

- *Professional development needs from MSDE:*
 - Assistance and application of UDL; training for general education teachers.
 - Assisting students to become more independent—scaffolding independence so that students meet with success; knowing when to “let go.”
 - Dealing with gaps in student learning due to shift from MSA to Common Core
 - Database usage, including use of existing data-bases such as SIRS and EBSCO.
 - Use of lexile functions, etc, in order to locate content/texts.
 - Webinar or other PD on co-teaching and co-planning
 - Integration of STEM across all content areas

- Effective use of Time (time-management for planning)
 - Writing: helping students to connect evidence to reasons and claim (students can find appropriate evidence but have difficulty explaining how and why it supports the reasons and claim)
 - How to approach a research simulation task
 - Training for special education and ELL teachers in all contents on the CCR Standards.
 - Training for special education teachers on modifying the curriculum, especially for students with IQs between 60-80, who are too high for Alt.
 - Disciplinary Literacy: teaching writing and identifying appropriately complex texts
 - Next Generation Science Standards—instructional shifts; middle school mixed concepts. Concern over what will happen with graduation requirements in science.
- *Additional Resources Needed from MSDE:*
 - Lists of suggested texts/articles for English/Language Arts (overcoming copyrights is an issue)
 - Assistance finding textbooks or other resources that model the technology used in the PARCC exams
 - Benchmarks aligned to Maryland College- and Career- Ready Standards
 - Examples of formative and summative assessments with a variety of question types
 - PARCC-like assessment items, both PBA and EOY, especially in high school math
 - Models/videos of instructional practices aligned to shifts (with lesson plans for the videos)
 - Demonstration lessons on close reading
 - Additional units/lessons/lesson seeds
 - Intervention and Enrichment modules needed prior to summer curriculum writing, especially for math
 - Interventions and lesson supports; dealing with gaps in student learning
 - Primary grade-levels resources of all kinds needed
 - Resources for teaching grammar
 - STEM resources
 - UDL models of implementation
 - Social Studies: lists of more complex text to do real research with factual materials
 - State-wide collaboration and sharing
 - Facilitate classroom exchanges across LEAs
 - Special Education:
 - Support in lesson development and providing a modified curriculum, especially in high school math
 - Materials geared specifically to special ed but aligned to the CCR Standards
 - Involvement of special education teachers on MSDE curriculum writing teams
 - A way to link the Maryland Online IEP to the LMS.

Overview/Key Messages

- Teachers clearly and enthusiastically expressed appreciation for the support that MSDE has provided, especially through the summer Educator Effectiveness Academies, last winter's Disciplinary Literacy academy, and the resources on Blackboard Learn. They expressed gratitude regarding the MSDE support visit and that MSDE asked them about their needs.
- Teachers expressed great pleasure with the professional learning and resources provided by Queen Anne's County and the Eastern Shore Nine.
- Central Office expressed earnest appreciation for the involvement of Queen Anne's teachers in MSDE activities, such as EEA Master Teachers and as curriculum writers. This involvement has been invaluable in developing internal capacity and knowledge of the Maryland State College- and Career- Ready Standards. They requested that MSDE continue to involve their teachers in future MSDE activities.
- Classroom visits showed students learning, engaged, and actively participating in their learning.
- This is the second year of full implementation of the College and Career Ready Standards in Queen Anne's County; as a result, teachers clearly demonstrated confidence in teaching the instructional shifts aligned to the CCR Standards.
- The largest area of concern voiced by Queen Anne's teachers was for additional resources, units/lessons/lesson seeds, and for additional support for disciplinary literacy, mathematics, and special education.
- In general, Queen Anne's County teachers are positive and working hard in transitioning to the College- and Career- Ready Standards. They are focused on the students and how to move them forward; they are dealing with all of the challenges realistically and strategically, especially the challenge of time. It is clear that the teachers who met with MSDE care about their students and the needs of those students.